

# School Council Management Practices and their Influence on the Quality of Education: A Case Study at Secondary School X – Mocuba (2020-2024)

Moisés Ernesto Jaime Siquente<sup>1</sup>; Arsenio Cuco<sup>2</sup>

<sup>1</sup>Catholic University of Mozambique

<sup>2</sup>Professor and Researcher - Unirovuma

Publication Date: 2026/05/07

**Abstract:** The article's theme was – School Council Management Practices and their Influence on the Quality of Education: a Case Study at Secondary School X – Mocuba (2020-2024). The methodology was based on the following methodological procedures: interpretative paradigm, qualitative approach, descriptive research, inductive method, case study, 10 study participants, data collection techniques and instruments (semi-structured interview and document analysis), and forms of data presentation and analysis and discussion of results, content analysis. The results revealed that the activities carried out by the school council at Secondary School X in Mocuba relate to meetings held at the school to discuss the teaching and learning process and decision-making. The management practices of the school council at Secondary School X in Mocuba refer to the verification of all pedagogical and financial activities of the school. The functioning of the school council at Secondary School X in Mocuba concerns the representation of this body by all members of the school community, from the administration, technical-administrative staff, teachers, parents and/or guardians, students, and other entities of civil society. The indicators of the quality of education at Secondary School X in Mocuba are: the teacher-student ratio in the classroom and the respective flow, academic achievement, and the school's conditions.

**Keywords:** Management, School Council, Quality, Education.

**How to Cite:** Moisés Ernesto Jaime Siquente; Arsenio Cuco (2026) School Council Management Practices and their Influence on the Quality of Education: A Case Study at Secondary School X – Mocuba (2020-2024). *International Journal of Innovative Science and Research Technology*, 11(4), 3566-3573. <https://doi.org/10.38124/ijisrt/26apr2346>

## I. INTRODUCTION

### A. Contextualization

Education is recognized as a right to which everyone is entitled, enabling them to acquire skills that facilitate access to a profession and guarantee economic, social, cultural, and political independence. Since the school is a public institution serving the citizen, where management is exercised through school councils in the teaching-learning process, the need arises to share, through various testimonies from those involved in this institution, how this management is carried out.

The participation of school councils in management constitutes a paradigm for reforming public institutions in general, focused on pre-defined objectives, with a view to satisfying the school community. To this end, it is essential to establish clear objectives, goals, and working methods, and to maintain coherent and clear communication both with the

community and with a more interventionist model of public management.

### B. Research problem

In its content, the Strategic Education Plan (2020-2029) recognizes the growing importance of Civil Society Organizations (CSOs) in the dialogue aimed at strengthening sector policies, as well as the education for all movement that participates annually in the planning, financing and monitoring processes, so that it has a desirable impact on the sector, through the training and capacity building of school councils in their management and accountability.

Overall, the management of school councils, as one of the bodies responsible for overseeing the school institution, reaffirms, both in legal frameworks and in practices linked to its function and actions, democratic management in public schools. This management has, in the establishment of its legal mechanisms, the political participation of the population

as one of its pillars; that is, the participation of the community is considered a condition for democratization.

The school council, in general, has been considered the highest authority within the school institution, whose functions include, among others, monitoring the implementation of the school's pedagogical, administrative, and financial actions, and mobilizing the school and local community to participate in activities aimed at improving the quality of education.

In this context, it is up to school councils to create effective actions to achieve the results desired by the educational system.

However, the secondary schools in Mocuba, in particular the X Secondary School, and its school community, represented by the school council, are facing some operational issues regarding basic services related to hygiene – lack of water at the school, lighting – deficient lighting at the school, presumed record of constant student dropouts, presumed existence of bribery, lack of a perimeter wall, presumed teenage pregnancies, deficiencies in teaching materials, presumed absences from the classroom by both teachers and students.

These and other problematic issues raised led to the need to answer the following initial question: *how do the management practices of the school council influence the quality of education?*

### C. Research Objectives

#### ➤ General Objective

- To analyze the management practices of the school council in relation to their influence on the quality of education.

#### ➤ Specific Objectives

- To characterize the activities carried out by the school council at Secondary School X in Mocuba.
- To identify the management practices of the school council at Secondary School X in Mocuba;
- Explain how the school council functions at Secondary School X in Mocuba;
- Describe the indicators of the quality of education at Secondary School X in Mocuba;

#### ➤ Research Questions

- How are the activities carried out by the school council at Secondary School X in Mocuba characterized?
- What are the management practices of the school board at Secondary School X in Mocuba?
- How does the school council work at Secondary School X in Mocuba?
- What are the indicators of the quality of education at Secondary School X in Mocuba?

### D. Theoretical and Practical Relevance of the Research

The thematic choice in this format of School Council Management Practices and their Influence on the Quality of Education: a Case Study at Secondary School X – Mocuba (2020-2024) was due to the interest in obtaining the necessary data to gather information presenting the pros and cons of the school management practices process, as well as in acquiring new theoretical and practical content so that the proponent can deepen their understanding, taking into account the curricular units they attended during the doctoral program in educational innovation.

Regarding the chosen time perspective of four (4) years (2020-2024), this was due to the average period observed for students entering the 1st Cycle and the 2nd Cycle. It was during this period of attendance that we found students aged between the end of adolescence and the beginning of youth, who will present their peculiar characteristics, given their personality – the prototypes to follow and thus determine their education process in general and at this stage where the school community often faces several problems related to the students' own school life.

The concern regarding the intervention of the school board in this and other matters concerning students is motivational on the part of the author of this article, who wishes to delve deeper into how the school board manages the school institution.

## II. METHODOLOGY

### ➤ Interpretive Paradigm, Qualitative Approach and Descriptive Research

In beginning our justification for the choice of interpretive paradigm, we want to state that it is what underpinned the compilation of this article, as it was understood that a paradigm is what is common, what is accepted and shared within a given scientific community (or in a society) and can be assumed to be a paradigm influencing and, in most cases, even determining the beliefs, norms, practices, and values within that community (Capuma, 2025).

In line with Capuma's (2025) idea, authors Moutinho, Francelin, and Almeida (2024) have stated that, as seen in the scientific community, when discussing paradigms, one includes common beliefs, values, methods, and theories that influence cultural, political, economic, and social factors in a domain. Thus, when a scientist observes certain aspects of their world, we can say that a paradigm is in action, and in this specific case, we refer to the interpretive paradigm. Alternatively, a paradigm also becomes a criterion for judging the truth and reality that define a scientific discipline during a given period. The notion of paradigm becomes clearer when discussing its genesis, that is, crises.

Regarding the approach, for this study the qualitative approach was preferred, since, according to Ribeiro, Picalho, Cunico and Fadel (2023), a qualitative approach without great rigor is defined as a research style that seeks to delve deeper into a topic in order to understand the subjective aspects of the phenomenon/object studied.

It can also be said that the qualitative approach begins with the formulation of a problem, as well as its objectives, followed by the definition of strategies, data collection and analysis, interpretation of results, and research reporting. The stages can occur simultaneously, allowing for validation throughout the process, and in practice there is an interrelation between its stages, in an approach that does not necessarily follow a linear process (Ribeiro, Picalho, Cunico and Fadel, 2023).

In short, conducting studies with a qualitative approach, as is the case in this article, is gaining increasing importance today, countering the erroneous idea that only quantitative studies prove hypotheses. Qualitative approaches also produce high-quality science and provide clarifying answers to complex issues (Cordeiro, Cordeiro, Pinto, Sefer, Santos-Lobato, Mendonça and Sá, 2023). Furthermore, it is one of the most widely used approaches, especially in the humanities and social sciences, as it analyzes and interprets data to understand the meanings attributed by individuals to certain phenomena (Santana, Narciso and Fernandes, 2025).

Descriptive research was chosen because it sought to provide support for the article compiled here, considering that Ferrer and Dias (2023) consider descriptive research to be that which describes characteristics of the phenomenon and facts analyzed, the object of study, in order to provide support for a subsequent interpretation.

According to Bezerra (2025), descriptive research is that which seeks to understand the various situations and relationships that occur in social, political, and economic life, as well as other aspects of human behavior, whether in isolation or collectively.

#### ➤ *Inductive Method and Case Study*

With regard to the research method, the inductive method was chosen because of its responsibility in establishing a general law from the observed repetition of regularities in particular cases, therefore causing this reflection from the particular to the general (Motta, 2022).

According to Tako and Kameo (2023), when the question is about the inductive method, they prefer to say that it is a process of generalization, founded on the philosophical assumption of universal determinism, that is, through induction, a general law is established from the observed repetition of regularities in several particular cases, considering that one of the particular cases is the study in question; from the observation of repeated occurrences of a certain regularity, it is concluded that it occurs in all possible cases if it is appropriate according to reality.

Case studies are widely used when there is an interest in understanding the contextual conditions that influence the phenomenon being studied (Santana, Narciso and Fernandes, 2025). Therefore, it can be seen that a case study analyzes one or a few cases in depth within the context in which they occur, making it ideal for investigating complex and specific phenomena in depth, considering the context and particularities of the case being studied.

In short, it can be said that it is the type of study that involves the in-depth study of one or a few objects in a way that allows for their broad and detailed understanding (Santos and Nascimento, 2021).

#### ➤ *Study Participants*

In total, ten (10) participants were selected for accessibility and convenience for this article (elements such as those described by their characteristics, variables involving the people, objects, animals or materials that will be the targets of data collection) (Bezerra, 2025). These participants were broken down into: one (1) school principal - DE, one (1) administrative staff member - FSA, two (2) teachers – P1 and P2, two (2) parents and/or guardians – PEE1 and PEE2, four (4) students – A1, A2, A3 and A4.

According to Bezerra (2025), in this type of participant selection, the elements to which access is available are chosen, assuming that these may, in some way, represent the universe, and are generally applied in qualitative approaches, in which a high level of precision is not required.

#### ➤ *Data Collection Techniques and Instruments (Semi-Structured Interview and Document Analysis)*

This study opted for the semi-structured interview as a data collection technique because it adds value in that it is characterized as semi-directive or semi-open, in which the researcher is guided by a script of questions, but does not necessarily adhere to a questionnaire (Pinho and Silva, 2025). In the semi-structured interview, it is possible to verify questions involving coherence, consistency, originality, and objectification throughout the process, and it is also where aspects more related to the situational context of the interview as a discursive genre and its interactional component in the interviewer-interviewee relationship are observed.

The data collection carried out through document analysis, which is considered one of the instruments of qualitative research, the researcher used documents (meeting minutes where all decisions taken are mandatorily recorded, annual activity plan (AAP) which contains the roadmap of what the school intends to carry out in the year and execution reports which consist of documents that prove what was done with the budget) as a research source to help him understand certain documented phenomena, which can be used as an autonomous method or to complement qualitative research that uses other methodologies for data collection and analysis (Ribeiro, Picalho, Cunico and Fadel, 2023).

#### ➤ *Methods of Presenting and Analyzing Data and Discussing Results - Content Analysis*

For this article, it was necessary to choose content analysis as the technique that ensured the presentation and analysis of data and discussion of results, considering that the data analysis process in qualitative research can be understood as a method that helps complement information from other techniques or as an autonomous method when used as the sole qualitative approach, presenting new perspectives on a topic or problem (Ribeiro, Picalho, Cunico and Fadel, 2023).

It is worth noting that Valle and Ferreira (2025) state that content analysis offers several important contributions to qualitative research in education, including a systematic and rigorous analysis of data, a deeper understanding of the phenomena studied, a flexible and adaptable approach, the possibility of identifying gaps in the literature, and data triangulation, although it also advances with some limitations related to the risk of reductionism, the over-exceeding of subjectivity in the construction of categories, the difficulty in dealing with non-textual data, and limitations in the generalization of results.

### III. PRESENTATION AND ANALYSIS OF DATA AND DISCUSSION OF RESULTS

#### ➤ *Characteristics of School Council Activities*

The activities carried out by the School Council (SC) at Secondary School X - Mocuba (and in secondary schools in Mozambique in general) are characterized by a participatory, democratic, and consultative management model. When questioned about the activities of this body, the Director of Education (DE) prefers to state: approving the school's development plan for a period of 3 to 5 years, approving the annual plan of the school council, approving the school's internal regulations and ensuring their compliance, and approving the reports of the working committees. On the same subject, the Financial Services Authority (FSA) says that analyzing, commenting on, and deliberating on the school's budget execution, analyzing and commenting on the performance of management positions, and assessing and addressing complaints and/or problems presented by the school community regarding the school's operation are activities that should be carried out by the school council, with this body having the final decision on the tasks.

P1 and P2 state that it is the responsibility of the school board to review the school's quarterly and annual performance reports before presenting them to the school's general assembly – the general meeting that takes place at the start of the school year with the participation of the entire school community – and to review and pronounce on disciplinary aspects and measures to be applied to members of the school community.

For PEE1 and PEE2, approving the staff and other members of the school community to be recognized and awarded, presenting the report of activities carried out in the previous year to the school's general assembly, and involving the school community in maintaining hygiene and sanitation and the proper use of the school's real estate and movable property, as well as participating in school security, are also activities of the school council.

As can be seen, the activities of the school council at Secondary School X – Mocuba are based on the sharing of power between the school and the community through the management of the school by means of the functions assigned to it as the highest body of the school. It should also be noted that the activities concern the validation of some normative school documents, discussion of the internal regulations, discipline, school timetable, acquisition of materials and

management of the ADE (Direct Support to Schools) fund, these being the topics on which their respective tasks focus.

It is important to bear in mind that Patia and Alvez (2024), as discussed above, suggest that the school principal is the main promoter of the coordination of school activities. For the performance of their duties, it is crucial that they invest in their ability to articulate their skills (a combination of technical, human, and conceptual skills) and knowledge in the different aspects of the administrative and pedagogical areas, in a process of continuous reflection aimed at exercising competent school leadership. The school principal, as a leader, must be able to understand the reality of their school and immerse themselves in it, adapt to new demands, and make rational decisions together with their team, focusing on good school performance with a view to quality education.

From the above, it is important to emphasize that the views of Patia and Alvez (2024) are based on reflection on the participatory process of different actors (not only teachers and students, but also parents and/or guardians and other elements of the school community) in school management and administration, with participation in curricular and extracurricular activities, in defining mechanisms to overcome difficulties encountered in the school in relation to different activities, in the conception of normative school documents (such as the internal regulations), in monitoring or controlling activities with a view to adapting them to the concrete reality of the school, and in the conception and materialization of the educational project.

Along the same lines of thought, Costa, Silva, Souza, Lino, and Silva (2025) state that the school council becomes an essential tool for democratizing school practices. Its critical action allows for challenging decisions imposed vertically, favoring the construction of a culture of active participation. Instead of reproducing external norms, the council can contribute to reconfiguring educational policies based on local specificities, valuing the knowledge of families, students, and educators. In order to understand this topic of activities,

#### ➤ *School Council Management Practices*

When questioned about the management practices of the school council, the Director of Education stated that the school council is the highest authority in the school, therefore everything done at the school is with the approval of this body. The Social Action Fund (FSA), however, says that parents and/or guardians, various community stakeholders, students, administrative and technical staff, teachers, and the school administration are all represented on the school council, meaning that all are involved in the school's management.

For P1, the management practices of the school council are evident in meetings for reflection on the teaching and learning process at the school, while P2 prefers to say that the school council often meets to resolve specific issues that may be problems or financial management, when the fund for direct support to schools comes into play.

PEE1, as a member of the school council, says that they participate in this management body and are often asked to attend meetings to discuss school life, while PEE2 says that during the school year they have had at least 3 important management meetings and others interspersed depending on the issues to be addressed.

Therefore, it was necessary to reflect on the comments regarding DE, FSA, P1, P2, PEE1 and PEE2, noting that the school council is the highest authority and everyone is represented on it to address issues involving all members of the community as a whole and the school community specifically in relation to the school institution.

According to the authors Meia and Bechane (2020), a council means a meeting or assembly where people gather to deliberate on issues in various areas, such as: pedagogical, financial, and administrative. With this understanding, a school council is legitimized, and it will ultimately be the responsibility of the supervisory body to develop an action plan aimed at carrying out its tasks under the influence of the school's administration.

It is important to mention in this article that this idea of a school council arises in light of Law 6/92, which opens up space for community participation in school management, and Ministerial Decree No. 54/2003, of May 28, which, in the context of administrative decentralization, seeks to create greater flexibility in decision-making processes through participatory management (Bango, Albuquerque and Chuva, 2023).

This issue of participatory management is further emphasized by Patia and Alvez (2024) when they state that participatory school management focuses on the understanding that achieving school and, above all, educational objectives depends essentially on synergies and the dynamics of interpersonal relationships that occur within the context of the school organization's functioning, around educational objectives understood and assumed under commitment by its members, with collective (dis)engagement towards achieving these objectives, which begins with the democratization of school management.

Although we have information regarding the students, who state in their statements A1, A2, A3, and A4 that they are not familiar with this school council body in terms of its activities, they acknowledge that parents and/or guardians have been asked from time to time to discuss certain matters at the school. Furthermore, the involvement of parents and/or guardians in school affairs can be inferred, which is why Lima and Tetzlaff (2025) refer to the school council as a collegiate body with the characteristic of consulting and deliberating on didactic-pedagogical matters, based on the political-pedagogical project and school regulations of the unit. It is a meeting point between teachers, the pedagogical team, families (where parents and/or guardians are strictly involved), and the administration in order to evaluate educational actions and consider alternatives aimed at the effective implementation of the students' teaching-learning process.

Thus, Patia and Alvez (2024) consolidate the perspectives previously advanced, stating that the different actors involved in the school should be part of the decision-making processes regarding school life, committing themselves to achieving common objectives linked to its purposes in an integral way. This is why Bango, Albuquerque, and Chuva (2023) highlight that school councils should, in principle, guarantee new management models through collective management, where all actors in the educational community can and should participate in the pedagogical, administrative, and even financial activities of the school.

#### ➤ *How the School Council Functions*

Regarding the functioning of the school council, the DE (Department of Education) states that it follows the guidelines established by the General Regulations for Basic and Secondary Schools in Mozambique, based on a balance between the authority of the School Management and the participation of the local community represented in this body. The FSA's (Foundation for Social Action) view, however, is that the school council functions with everyone: the management, the technical and administrative staff, the teachers, the students, and the parents or guardians, and is composed of 15 members. The FSA also states that the council has the practice of verifying invoices and receipts, ensuring that the funds allocated by the State were used correctly, preventing misappropriation or mismanagement.

It is important to mention that Patia and Alvez (2024) perceive the school as a space for everyone, including students, parents and/or guardians, teaching staff (teachers and other specialists in the teaching-learning process), internal non-teaching staff (technical-administrative staff), and even the population residing in the community where the school is located.

In the school context, the exercise of leadership has proven to be a challenge for managers and other collaborators (teachers, technical-administrative staff, and the school community as a whole) due to the individual particularities of the difficulties emerging in school functioning, knowing that the school is an organization that has always needed to show results in student learning, which are often challenging (Patia and Alvez, 2024).

Regarding the functioning of the school council, P1 and P2 unanimously state that everyone involved in the school council represents, on one hand, the school institution and, on the other hand, the school council. In this sense, there is representation from both sides, even though the majority of the council members are from the community – parents and/or guardians. P2 says that the school council functions like a parliament, and P1 adds that the administration proposes, the council discusses and approves, and then oversees whether the administration has fulfilled its promises for the benefit of the students.

In line with what the participants have put forward, referring to this involvement of various actors up to the decision-making process, Patia and Alvez (2024) suggest that the participation of different actors should be understood as a dynamic and interactive process that goes far beyond decision-making, as it should be characterized by mutual support in the daily organizational life, in the pursuit by its agents of overcoming difficulties and limitations, and in the proper fulfillment of its purpose.

It is indeed important to hear from the other segment of our participants, PEE1 and PEE2, when they believe that the school council is functional, as I – PEE1 – am part of and involved in the activities of the council committees, since this body analyzes pass and fail rates in order to suggest corrective measures if expectations are not met; it discusses issues such as desk maintenance or classroom painting in school blocks. PEE2, on the other hand, says that I have been present at all meetings and discuss the life of the school and our community, especially on issues such as: the presence of both students and teachers in school classrooms, combating school dropout, and resolving serious disciplinary issues or conflicts between parents and faculty.

Similarly to what our participants present as their points of view regarding the issue being addressed, Patia and Alvez (2024) agree that if the participation of school council members in school life is more active, broader, more representative, and more open, greater possibilities open up for strengthening the mechanisms of participation and collective decision-making, thus becoming a more democratic school management. And, the school council, through its representatives, is supposed to be the strategic link between the school and the community through the active participation of all groups involved in the teaching and learning process.

A1 and A2 stated that they have participated in some meetings, but not all, representing the students. According to our interviewees, A1 said that the meetings cover all school-related issues, while A2 stated that everything discussed revolves around money and the lack of certain resources at the school.

Students A3 and A4 believe that the council works, although they have not participated in any events involving them in this school council.

Based on the information provided by our participants, the school council, in general, is functional with the composition of 15 representative members elected by their peers, engaged in serving as a link between the State administration and the school council in order to guarantee this school-community relationship, where through the materialization of its activities three (3) times a year they help its evolution and achievement of objectives through decisions are taken by consensus or, in case of disagreement, by voting.

#### ➤ *Indicators of Education Quality*

The issue related to the quality of education in DE's speech is quite complex, because the indicators of quality of

education at Secondary School X - Mocuba (or any secondary school in Mozambique) are the metric tools that the School Council and the Management use to assess whether the teaching-learning process is being effective and relate to the student-teacher ratio and the respective flow, and relate to academic achievement.

Aniceto (2025) states that education priorities have been redirected towards expanding access to schooling, improving the quality of teaching, and promoting more participatory pedagogical approaches.

FSA, on the other hand, prefers to speak administratively, given that it is within their area of expertise that the percentage of students who move between classes reflects the quality of education, and the failure rate is one of the signs of a deficit in the quality of education.

P1 and P2 state that the dropout and school abandonment rate is also one of the indicators that can be determined by socioeconomic factors such as harvest seasons, early marriages, or the need to work to meet the basic needs of families. However, as P1 specifically states, sometimes the pass rates may be acceptable, but the actual quality of skills (reading, writing, and arithmetic) may not match the numbers due to a lack of well-equipped laboratories and libraries.

For PEE1, the quality of education is related to the conditions that the school provides for the school community: for example, if there are few classrooms, students are subject to sitting uncomfortably in an environment that also leaves much to be desired, which means that they do not learn and may even drop out of school. PEE2 says that the teacher-student relationship tends to be satisfactory for both parties (teacher and student), as it is difficult to provide personalized support for a class with more than 60 students.

When students were asked about the issue of quality of education, they preferred to say the following: A1 – There are too many students in the class, and it's very difficult to understand what the teacher is teaching. A2 says that the lack of school supplies on the part of both students and teachers doesn't help us learn quickly, because by the time we get the materials, the lesson time has already passed. Therefore, A3 says that for me, the lack of desks (to avoid sitting on the floor), the lack of potable water, sanitation, and lighting in classrooms often makes it uncomfortable to learn the subjects taught by the teachers. Finally, A4 says that some teachers are frequently absent and don't teach the subjects properly, which means we don't learn anything for long periods of class time.

Thus, according to Costa, Silva, Souza, Lino and Silva (2025), as a recommended practice that impacts the school council, the school can adopt strategies such as the participatory construction of the council's needs — through open consultations with the school community — and the creation of internal thematic committees (such as curriculum, infrastructure and inclusion), which contribute to the maturation of a culture of shared decision-making.

#### IV. FINAL CONSIDERATIONS

The council, being the highest authority in the school, plays a vital role through its empowerment and intervention in combating school dropouts and early unions. Its work often includes awareness-raising, where council members go into the communities to speak with the parents of students who have stopped attending classes.

The challenge for school councils is understanding that they are responsible for the school's results; everyone contributes to ensuring the value of the diversity of student education within the teaching and learning process. Therefore, a vision of quality education requires considering various factors for its contribution, but the most important is its management, its administrators, that is, the school's leadership.

#### SUGGESTIONS

- It was found that school councils, although legally provided for and formally established, still face serious limitations regarding their autonomy, representativeness, and decision-making capacity. Therefore, it is suggested that the regulations establishing them as the highest body be disseminated to all members of the school community without exception, so that they become aware of their responsibilities.
- It was also observed that in several situations, the school council's actions remain conditioned by the mediation of the management team, restricting itself to bureaucratic and merely consultative tasks, revealing a situation of centralized management practices, with a low level of debate and weak effective participation in decision-making. Based on this observation, it is suggested that the school council should be involved in all school activities, from conception and planning to implementation, monitoring, and evaluation.

#### REFERENCES

- [1]. Alves, L., Silva, C., Sousa, A., Oliveira, F., & Nossa, D. (2025). School council and democratic management: limits, possibilities and leadership training in public schools. *A Missioneira* . ISSN: 1518-0263 DOI: <https://doi.org/10.46550/edamv573>
- [2]. Aniceto, A. (2025). Contexts of education in Mozambique 1975-2025: a look during the 50 years of national independence. *Revista Foco* v.18 n.7 e 9216 p.01-25 2025 DOI: 10.54751/revista\_foco.v18n7-077
- [3]. Bango, C., Albuquerque, J., & Rain, L. (2023). The school council as a management body of the school educational community: the case of a secondary school in the city of Quelimane. *Brazilian Journal of Development* , Curitiba, v.9, n.5, p. 17808-17827, May, 2023 DOI:10.34117/bjdv9n5-222 ISSN: 2525-8761
- [4]. Bezerra, A. (Ed.). (2025). *Manual for Project Development* . Caruaru, Angola: Ascres Publisher. <https://editora.ascres-unita.edu.br> ISBN: 978-65-88213-37-7 DOI: <http://doi.org/10.47306/978-65-88213-37-7>
- [5]. Capuma, M. (2025). Paradigms vs. Methods: A methodological approach to the decision-making process of researchers. *Ciência & Turismo* . Vol. 4 No. 2. pp. 126–139 . <https://doi.org/10.33262/ct.v4i2.66> ISSN: 3028-8665.
- [6]. Cordeiro, F., Cordeiro, H., Pinto, L., Sefer, C., Santos-Lobato, E., Mendonça, L., & Sá, A. (2023). Descriptive exploratory qualitative studies: a bibliometric study. *Brazilian Journal of Health Review* , Curitiba, v. 6, n. 3, p. 11670-11681, May/June, 2023 ISSN: 2595-6825 DOI:10.34119/bjhrv6n3-259
- [7]. Costa, L., Silva, M., Souza, G., Lino, A. and Silva, J. (2025). The school council as a space for participation and social control. *Lumen et Virtus* , São José dos Pinhais, v. XVI, n. LI, p.1-13, 2025 ISSN: 2177-2789
- [8]. Ferrer, W. and Dias, J. (2023). *Practical manual of scientific research methodology: basic concepts* . Brazil: Marília - Unimar ISBN 978-65-5423-052-0
- [9]. Lima, A. and Tetzlaff, I. (2025). Participatory school council in early childhood education: a space for listening and reflection. *Revista Campo da História* v. 10, n. 1, 2025. ISSN 2526-3943 DOI: 10.55906/rcdhv10n1-022 01-13
- [10]. Meia, A. and Bechane, J. (2020). The Role of the School Council in Mozambique in the Performance of Primary Schools. *Multidisciplinary Scientific Journal Nucleus of Knowledge* . Year 05, Ed. 10, Vol. 12, pp. 168-181. October 2020. ISSN: 2448-0959, Access link: <https://www.nucleodoconhecimento.com.br/educacao/c- conselho-escolar>
- [11]. Motta, T. (2022). *Research Methodology in Inclusive Education* . Federal Institute of Education, Science and Technology of Rio Grande do Norte, Natal, Brazil. ISBN: 978-65-84831-28-5
- [12]. Moutinho, S., Francelin, M., and Almeida, C. (2024). Crises, paradigms and Information Science: reflections from the concept of scientific community. *In CID: R. Ci. Inf. e Doc.* , Ribeirão Preto, v. 15, n. 1, e-208795, 2024 DOI: <https://doi.org/10.11606/issn.2178-2075.incid.2024.208795>
- [13]. Patia, N. and Alvez, J. (2024). Secondary School Councils in Mozambique: Between strategic orientations, shared fictions and the legitimization of action – a case study. *e-Acadêmica* , v. 5, n. 3, e1453573, 2024 (CC BY 4.0) ISSN 2675-8539 DOI: <http://dx.doi.org/10.52076/eacad-v5i3.573>
- [14]. Pinho, A. and Silva, C. (2025). Cognitive-reflective approach in qualitative research: a strategy for the practice of semi-structured interviews. *Revista Pesquisa Qualitativa* . São Paulo (SP), Brazil: v.13, n.34, p. 314-334, May/Aug. 2025 ISSN 2525-8222 DOI: <http://dx.doi.org/10.33361/RPQ.2025.v.13.n.34.738>
- [15]. Ribeiro, F., Picalho, A., Cunico, L. and Fadel, L. (2023). Interpretivist approach and qualitative method in documentary research: general description of the data collection and analysis stages. *Revista Interdisciplinar Científica Aplicada* , Blumenau, V.17, nº 1, p.100-113. TRI I 2023. ISSN 1980-7031.
- [16]. Santana, A., Narciso, R., & Fernandes, A. (2025). Exploring scientific methodologies: types of research, approaches, and practical applications. *Revista caderno*

*pedagógico – Studies Publicações Ltda . ISSN: 1983-0882 DOI: 10.54033/cadpedv22n1-130*

- [17]. Santos, M. and Nascimento, G. (Eds.). (2021). *Scientific methodology: research as an understanding of reality* . Palmas, Federal University of Tocantins, TO, Brazil: Master's Program in Health Sciences.
- [18]. Tako, K. and Kameo, S. (Eds.). (2023). *Scientific research methodology [e-book]: from theoretical concepts to the construction of the research project* . Campina Grande, Brazil: Amplla Publisher. ISBN: 978-65-5381-111-9 1.
- [19]. Valle, P. and Ferreira, J. (2025). Content analysis from Bardin's perspective: contributions and limitations for qualitative research in education. *EDUR - Educação em Revista* . 2025; 41; and 49377 DOI: <http://dx.doi.org/10.1590/0102469849377> Preprint: <https://doi.org/10.1590/SciELOPreprints.7697>